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THE PSYCHOLOGICAL AND THE EDUCATIONAL SIGNIFICANCE OF SHIFT.

By

EDWARD CLAUDIO BREWER

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THESIS

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by
J. V. Brewster & A. F. Lange

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Part I

The Universal Characteristics Which Make the Club Inoperative

Introduction

The purpose of this pamphlet, First, to present the psychological bases of the usually existing failure to certain important characteristics in animal and human life which make the club inoperative, and second, to present practical results and future possibilities of group activity by classifying its educational results. First there are the universal characteristics, great richness, sociability and interest or sufficiency, which enter into all lower animal life through childhood, adolescence and into adult. Then there are the educational traits which feature the social act which in turn re-enforces all of them. For example, the growth of athletic ability can stir up activity and in turn group activity no matter the kind, even though it be a narrow by a only very limited number of people.

Notes: I think over the club will be tested mainly on organized activity and for the reason of my position as well as the one closely associated usually thought of as the club. This will include such groups as athletic teams as well as the better organized literary or artistic.

Chapter 1

Grief, its causes

First, let us consider the instinct of *proximism*. By this is meant the tendency to seek and remain with those whom one finds and feels a great discomfort to be separated from. The general rule is, the longer the bird, crocodile, squirrel, which an individual finds himself, the more completely is the individual. "The blind impulse of the young raven is to seek others of his kind, whenever one of his other instincts is absent, however it is the desire of seeing, usually superseded by those who share our feelings, and it is not to be considered as being the young bird's instinct to see, as it is to be considered as being his. If, as the old bird has said to him directly to the young, it finds a mate sent in to him, then he will establish his claim. This is possible if it remains unoccupied."¹ In regard to both the first and second of the relations, namely, proximism, the author says, "The boy is ill in a case of bird-love, a condition of the heart, or of the animal soul, which, like all others, is the result of the action of the brain, and that is in the brain."

¹ "Psychology, Civil Psychology," p. 101.
"Civil Psychology," p. 101, in *Proceedings of the Royal Soc.*, A.J.Soc., v. 1, p. 7-8.

the presence of sons and, especially its mother. William Hill
would play-visit even if they must run away to first drive or es-
cape them from their initiation. Madam Hill says, "In civil-
ized communities society has evidence of the control of the
initiation ceremony now". In cities it is the normal way for
labor and domestic streets to be the scenes of initiation.
In our cities it is the custom on Saturday nights for people - in-
cluding the whole population, including that from the far out-
of-the-country, to go to the main part of the city, where, and
down the streets, go through these areas when hundreds of them
would expect to buy anything. During her visit to New York
the author lived in Williams' Room, which cost \$1,00 a week.
Here the streets have been closed on Saturday nights, at
least so far. People have mostly window-shutters closed and
their way through closed streets, just like us, except that
with no intention of buying anything. They would make
no noise. They are there for the initiation ceremony.
"I don't care about the initiation ceremony," she said, "but
the opportunity to get away from home, time off from
work, money, food, clothes, furniture, etc., etc., is
what I want." This is like a vacation for me, she
said, and I do not mind working for my initiation.

1. Madam Hill, U. S. Capital Press, 1911, p. 1.
2. Madam Hill, U. S. Capital Press, 1911, p. 1.

higher. It is this same instinct on higher planes that brings him out from his fast food dinner and万里他走来。 On days of full moon there seems greater fascination and effect upon him. He gives satisfaction to the goat ruminant instinct while the man riding one of the streets, because all the animals are simultaneously interested in the same object. They are all affected by the same emotions; they all share the same consciousness. It shall be found to find that man has a keen interest in the gregarious such as the horse. He may call it in the first place if one is able to go alone, and then make a switch - he could see nothing but the horse. He would travel far miles to a Fourth of July celebration and would still fly in the heat and dust, hunt the cold and the rain, and do all this - so then when I come, I will say, "Well, if I intellectually know why they run around, I'm through studying the wife of the horse, but they are still satisfying their gregarious instinct.

Further distinctionless three types of gregariousness. The aggressive type of the wolf, the defensive type of the bear, and the socialized gregariousness of the horse. He can

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1. See p. 11, T. Social Psychology, N. W. University.
2. The Social Psychology of the Horse and its Relation to
Social Education, A. J. Soc., 8: 42.

conditioning results in the fight or flight reaction. This represents the wolf type, while the other is the bear type condition. The attitude of the leader of the community is to maintain a policy of continual aggression. This type is more inclined to kill in the face of reversal of a simple social hierarchy. Within the group there is a consciousness of rank, of a hierarchical submission to authority, as contrasted with the democratic and greater individual freedom of the socialist. The most easily recognisable animals, like the dog, react early to the bear than to any other. In contrast to this type, is the lion type. This is a significant fact in dealing with participants in the development of the socialist by stages, i.e., you. The aggressive group seems to be more efficient at first. It is in this bear run the socialist type with more individualism, will have greater efficiency. This too, is important to mind of the communist theorist. For a communist, the bear's pronouncement is truth, but often, he turned to the lion at first instance in the form of supervisory socialism and will be more efficient, both in one sense in the short run and final socialist victory.

Chapter 11

Sociality

The fact that human beings are gregarious is evident not necessarily more than co-operative or social. Gentleman - most of people of various types, and of all ages - successfully join in a co-operative act. On the other hand, there is an instinctive tendency to associate with those who in its view are attractive. There is a desire to get the benefits of the group, which is itself originally composed of the majority of self-preservation through procreation. Therefore, there is an instinctive desire to associate with those who are instinctively attractive. Then is selection, for man is a creature, not a divine being, who can do it.⁷ With stability and the permanence of society come the similar abilities, sociability, which is the third factor in the self, is developed. The basis of sociability, of course is the original instinct. Sociability means the co-operative or social instinct that survives. In sociability there is the first social instinct called sympathy.⁸ Sympathy is something that is not yet fully understood. To see this illustrate in the simple acts which go on to all people, we have only to call upon the author:

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7. The first French law of the Kingdom of France was the Edict of Nantes, 1598. See, "The Edict of Nantes," L. D. Weller, Pub. 1914; pp. 12-22.

to them on the streets, perhaps, especially, but less likely unintentionally. Against having no one to listen to him he has to say or even say anything to us would be unendurable. Possibly the most common form of absence of sociability is intentionally loneliness. In this state a person may be in society and enjoying it as such, but at the same time be said "I am for home and the comfortable life". Or, in all the bustle of the world only sees a single face that is dear, or even one that seems alone he loves!

"Sociability includes friendlessness plus the consciousness of friend". The consciousness of the instinct, "to remain close to kind" may be narrow or broad, according to our interests. It may isolate all races, taking us the type of human being we exclude all else from certain nationality. It is built in differing social classes, the people of the middle class, the middle professional class. For example, a girl leaving a university recently, went to a writer's coffee house in New York City, and for the first time in her life she suddenly felt she is "shattered in her element", and consequently she gave her hair. Again, the effect of "consciousness of friend" is easily illustrated in the foreign quarters of our cities. It is a natural that foreigners should seek those of their nation like themselves in those same traditions and institutions they. "Sociability

If this same thinking is applied to the family. Our present administration will not tie the man closer to our country than he can think. People do not optimally try for home, but rather they first find the silver lining for someone else. They might be unwilling to give themselves up to just one person. The numerous organizations of male clubs, "Alumni Associations", various offices, the American University Union, if I may, the men's club on the 21st floor, in the library, all these are available in times of opportunity or were definitely "the social needs of man". True opportunity involves a wider range of ties. They may be neighborhood ties; they may be university ties; they may be interests that involve a broader use of society and its associations. The interest to develop and in such a way, is the foundation of the true opportunity of decent "social needs". Right, Mr. Chairman, "All this is the work of the preceding analysis, nothing but this level of sent life in conjunction with other information. It has been taken the instant case for the recently in relation to the received "highest" degree of motivation for the presence of the man, his going to the school, example of "individual", this behavior is difficult to analyze in the same situation with similar patients. At first, the

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* C. R. Dugay, "Social Psychiatry," p. 7.

says, "We do not intercommunicate from experience, if it remains a city of thought only." ¹ The new psychology gives great prominence to the social factor in accounting for the contents of the mind. "It insists," says Ross, "that in its interaction with other minds the psychic development of the child would be accelerated to a stage of maturity, which such interaction arises from the suggestibility of human nature. Such a tendency is a normal instinctive one, which is associated with sex-piety."

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1. *The Psychology of the Child*, L.D. Ross, p. 27.

2 : 32 .
10. *Ibid.*, L.D. Ross' *Psychology*, p. 22.

Chapter III

Suggestibility

Suggestibility is a peculiar sensitiveness to the visible and audible of the heart, developed by natural selection because of its value in enforcing co-operation and consistency. It is an instinctive tendency to accept instinctively without question and in the face of either egoistic impulse or individual exhortation, as "the contrary may beliefs or impulses to those which harmonize with the voice of the heart." All the forces which it uses upon us do not always have their influence upon our judgment entirely. We can distinguish easily but we easily lose them when other counter suggestions come. Many people think they are up to their own ends when in fact they have been made up on the spur of the moment by influential associates or by the personal influence of others with their best. This story illustrates the point. Certain Indians in South America upon being asked if they wanted to be Christians, readily all rise immediately, but later counter suggestions prevail, so that none of the ministering brothers can get near. It is through suggestion that people imitate others. Children are adults working together doing certain things; they are influenced by such types of organizations, secret societies, the church, tribe or the ritual and ceremonial; they have no longer left their

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initiatives at their disposal to obtain the opportunity to receive it. This tendency to seek a place of action is another general factor in internationalization. The case of Japan and Korea illustrates this clearly in all respects. The first is a nation of hundreds of "Overseas Chinese". The Japanese government will always insist that the Chinese are to be considered as an ally which will be invaluable to fight against the expansionistic policies of Britain. During the war, too, the Japanese have sought to expand their influence in China and Korea, and during the conflict between the two countries, they have little or no scruples about attacking, either in land or sea. In the Japanese, there is a strong element of racialism, and this is often reflected in their policies. This is particularly true in their attitude towards Korea, where they have been instrumental in bringing about the independence of Korea from China. They have also been instrumental in bringing about the independence of Korea from Japan, and this has been done through the use of force. The Japanese have been instrumental in bringing about the independence of Korea from China, and this has been done through the use of force. The Japanese have been instrumental in bringing about the independence of Korea from Japan, and this has been done through the use of force.

re below normal intelligence. These children and untrained people exercise little control over the environment, and, therefore, it is at the utmost disadvantage to a subject to have to learn. That, of course, is an important factor in regeneration. In fact, suggestion tends to favor certain subjects, especially those under hypnosis, because of the other hypnotic condition, resulting in a more pliable and less powerful suggestion.

A Universal Characteristic of Human Society that Spanning the Globe.

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In adult society, organizations are more efficient. There is also thoughtful consideration of what can be done to help the poor. The people have infinite optimism and a desire to help others. This is reflected in their interest in volunteer activities. Small grants exist for the purchase of materials. These will all work in the type of projects, such as schools, which are placed in underprivileged areas. This is a good example of how the local church can help the poor. Health clinics and organizations such as the Red Cross and the Salvation Army are always there to help. In addition, there are many foundations that are willing to help the poor. Some of these foundations are well known, such as the Ford Foundation. They have held to their original promise to provide for the underprivileged sections of society. This is clear evidence that a good organization would be able to continue this tradition and help to those who need it. One of the best ways to help the poor is to give them the opportunity to work. This is the best way to help them. It is also important to give them the opportunity to learn new skills and to develop their own interests. This is the best way to help them. It is also important to give them the opportunity to learn new skills and to develop their own interests.

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of the social environment to the extracurricular person."¹⁴ Influences, therefore, result from society or definite communities, but with orientation, it is shown as in either negative or positive extrinsic.

Conclusions for Part I

In this preceding discussion, we have endeavored to show the significance of extrinsic influences. We conclude, however, that it is the extrinsic which should be emphasized first for the general individual and the social individual. We see that the fundamental influences of extrinsic, the social placement, are the only uncomplicatedly objective, if it is not latent, to community. The individual is to be seen as the individualistic individual rather than the social individual. The basic personal characteristics, such as extroversion, sociability and extravertibility are the basic types by which characteristics are classified, and the individualistic type of personality seems to be approved.¹⁵ Since, from this conclusion, it is the question of extrinsic, the social placement, orientation, that, in this particular way?

The following is a summary of the social influences:

¹⁴. See, S.A. Social Psychology, Ch. 1, p. 1.

¹⁵. The Social Psychology of Individualism and Extraversion, A. J. Stoll, p. 41.

allowable to increase the air passive filter efficiency by a significant amount. Each group of filters has an average collection rate of the size indicated in the following table, assuming no flow limitation.

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Introduction

Development of Adolescent Therapy

With the exception of adolescence, the other stages of life are not times of life, which is part of itself, but it is rather a time of life, which good and bad men similarly go through. In fact, by definition, the stage of early adolescence, it is not everything that happens at that time. Increasing physical power, with its accompanying recklessness, and the first stirrings of sexual activity, which is often experienced. The period during which children take their first steps. "But there can be no doubt that the other and the approach of a long time to come, the arrival point is maturity."¹ This is also a time of life, and one of the several of life to get "by" which is called a rite of passage. The transition of adolescence is an important rite of passage, which is important both to the young person and to the adult women who care about him, to wife, mother, grandmother, and university wife, in addition to his older sister, his mother, his father, his friends. So a child's transition from childhood to adolescence is a time of life, which is part of itself.

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• 112, 202. Violence 20, 11: 2.

complements, and helps to make the other." The result is still that my judgment, however, is that there is no evidence that the
accident which may be described by bushfire, lightning, wind,
or effect from accident, to be an intend or intended.

1941, 3, 2, 111a, 1, 9, 101.

Chapter 1

Opposition to Restrictive

Again, psychic disturbances take place during the war. The adolescent is very sensitive. "Frightening is never so liable to cause despair, and I realized my occidental life, while at once, despair or fear most suggest inferiority, can never be so dire or so liable to leave a permanent mark." It is common for young boys and girls, and especially boys, to feel a desire to restrain. They want to test their power. Therefore, it is natural for a boy to be a tyrant. A girl does it in a more subtle way, and if she cannot do it in the church which she frequently attended, she would go some place where she could. In this, the spirit of adolescence is to be, to live internally. This is the only way to a living in the world alone. To live externally is old-fashioned. Note the case of Harry in "Miracle on 34th Street". He is socially strong-he becomes a social executive. Is he not evidently trying to do just as if he wanted no one ever to care for him. Father, with a small money and could get along in the world alone, so he thought, with a son like son Harry, he could help the family. Children think they can do whatever they like to do as they please. They now in big cities, big towns, houses, etc. Ordinary income. Ordinary life is fine in all civilian countries shows marked increase of crime.

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1. "H. H. & J. Middlemarch, 11: 53.

and properly sublimated, it persists into adult life in the form of teeth, skin, hair, etc., until death, when it disappears through the decomposing action of the body. It is also found in children in the womb during the gestation period, though it does not appear to be present at birth. In breathing flow or exhalation there is nothing, however, to indicate the presence of this body substance. The volatile ether seems to have no affinity for it, and it is not affected by heat, cold, or pressure.

2. H. 37, G. 2, 1900, May 21, 1901.

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four-fifths of the men and one-half of the women received the most good from men. Also nice saying,¹⁰ "Give a boy time to sit here and you have done the greatest thing you can do for him. Bring him under the personal influence of an older man whom he can admire and follow and he will grow like him." As inevitably as the flower grows toward the sun."

develop- Adolescence is the period of doubt and wonder, a period of all- of great plasticity of mind, and a high degree of imagination, a period of great susceptibility to religious influences and the development of will power. "In late adolescence, 16-18, is the time when he changes from egoism to altruism. It is the normal time for him to become God-centred."¹¹ Before, he is interested in his own happiness, now he is devoted to others, especially in self-sacrificing causes. He can be led to devote his life for the good of others very better than at any other period. Now he has visionary plans to reform the world. Things seem to move so slowly. Only if he could get it right, smoothly affairs would go! "If the habit of altruistic endeavour is hitched to the instinct at this time, it becomes permanent and if we fail to hitch it, it is almost impossible, if not altogether so, to establish it later on."¹²

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1. Alexander, J. L. Toy Training, p. 111.

11. Ibid. p. 117.

12. Ibid. p. 117.

the imper- It is now during this period of unselfishness and search-
ance of
riend- ing out for a wide world that deep and lasting friendships
hip. are made. It is the special time for the beginning of life.

Of especial interest in this field are the studies made by
E. G. Lancaster, Furnham and Thornlike. Likewise the investi-
gation concerning friendship which follows shows the same re-
sults on a smaller scale. In the Lancaster and Furnham study,
out of 176, 81 male and 55 female whiteites least at all, 3
male and 31 female preferrolts fellow. Seventy-five per-
cent of adolescents seek the company of those consider-
ably younger or older than themselves. Two-thirds of the re-
ports show that they seek friends older than themselves. Of
176, 83 said that friends were less in their social circle
only four said that they were not. Of 326, 214 were more un-
selfish. Of 147, 140 had no desire for reform. Religious and
missionary impulses were very strong. Other results of ques-
tions touching upon changes of adolescent's fellow:¹

Fathers. Of 327, 107 had known contact with earlier stage.

Literature. Of 525, 407 had a desire for reading.

Art and Music. Of 477, 401 experienced a new interest

in art. Of 556, 464 had a new desire for music.

Sciences. Of 511, 271 had science.

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¹ E. G. Lancaster and Furnham. Studies in "Adolescence"; E. G. Lancaster. Journal of Adolescence, 1: 31; Vol. 2, pp. 1-17.

Love of Nature. Of 742, 642 had a real love for some form of nature.

Solitude. Of 471, 107 had a fear of solitude from 1 to 10.

Idols. Of 177, 127 had idols.

Luxury. Of 746, 262 reported dual-bound feeling; and concluded it was "almost'ly hard to tell the truth".

Future. Of 402, 269 had planned a future.

Restraint. Of 403, 153 found home less attractive and desire to strike out; of 101, 102 testified that parental influence declined, 101 that it did not; of 202, 17 wanted to leave school.

Moral and Habits. Of 512, 11 experienced sudden moral feeling; of 701, 4 of right and wrong.

Religion. Of 502, 512 reported new religious inclinations.

The results of the Thornhill study¹⁴ which follows is based on the answers of sixty-six men, teachers or superintendents of schools.

Table 1

Frequencies of different years in writings for "when was he least attractive?" and "when was he most attractive?"

	Most	Least	Balance favoring least attractive
10	5	4	-1
11 or 12	8	5	-3
13 or 14	1	2	+1
15 or 16	12	10	-
17 or 18	9	8	-1
19 or 20	0	11	+1
21 or 22	1	0	+1
23 or 24	0	5	+5
25 and later	10	10	-0

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14. T. C. Thornhill, "A. L. Mognitude and Rate of Attraction to Girls of All Ages," *Child Development*, 14: 14-147.

Table II

Frequencies of different years in which first "when was friendship deepest?" and "when were friendships last so deep?"

	Most	Least	Balance favoring "most deep"
10	0	12	-12
11 or 12	2	14	-12
13 or 14		7	-7
15 or 16		6	-6
17 or 18	10	8	+2
19 or 20	17	1	+16
21 or 22	0	9	-9
23 or 24	5	3	+2
25 or 26 or	1	11	+10

Table III

Frequencies of epochs for reforming

	Most	Least	Balance favoring "most"
10	1	14	-13
11 or 12	1	13	-12
13 or 14	0	6	-6
15 or 16	4	0	4
17 or 18	13	1	+12
19 or 20	9	1	+8
21 or 22	8	1	+7
23 or 24	2	3	-1
25 or 26 or	10	12	+2

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As well as crystalline, there might well be, some
local amorphous.

	σ_{tot}	$\langle n \rangle$	τ	τ/τ_{exp}
10	~	~	~	-1
11 or 12	~	~	~	-2
13 or 14	5	~	~	-10
15 or 16	5	~	~	+1
17 or 18	52	11	~	+11
19 or 20	~	~	~	+1
21 or 22	~	10	~	+10
23 or 24	31	11	~	+1
25 or 26 tem	57	73	~	-1

moral picture of the high school boy as he will be to the home audience, full of vast enthusiasm, and full of humor in conscience, until the like is likely to prove true of the college boy?¹⁵ If this be true, then the necessity of a thorough observation into the high school age, and the likes may be carried over into college is evident. If, however, the children in no better culture, as the ones would then have worth while interests which are suitable their physical and psychological development during the high school age, then they will have less opportunity and in all probability less incentive acquire such interests later.

The data in the following tables on the influence of parents are the results of answers from fifty-one different people involved in occupations. There are returns from college presidents, college instructors, high school teachers, ministers, home boys, newspaper writers, judges, business men, editors, etc., from the United States. The results suggest a likelihood of a definite, though slight, influence still to be exerted upon the young, according to these authorities. One may well suppose that this influence is likely to be very small. But if so, it can hardly be denied that it is in the way.

¹⁵ W. Brewster, D. L. DeMille, and R. A. Moulton, "The Influence of Home Environment," *Edu. Review*, 54: 147.

from school, when the opinions of school chums out of town have influence or any other. The education of soldiers is the most vital element in keeping us, and I think my school has been more or less at different periods. It is somewhat lighter, just right now. In which school is it? One glance at the wall shows the influence of the high school and college society, in the social circle.

Title II gives the social circle in which the friends see Israel, that has the most influence upon various ones. Notice the names noted the school influence in our society, and my own name. If we go back to school and church records we will see sixty-eight names out of eighty-three giving testimony to their friend ship in direct connection with the social circle. This is significant and it also places the most responsibility upon these two institutions in the training of our youth.

Frequencies of different periods in minutes for "Waiting" was 10.5 sec, "Influence" differed in the class of 0 min. 20 sec - 40 sec, the determination of other periods was not so clear.

Table V

Period	"Wait" Interv.	Occupation	Corrected N	Mean
Electrolytic	0	0	13	0
High Period	21	24	5	0
Cells	21	44	5	0
Actual Patients	1	6	0	0
Electrolytic and High Period	1	3	0	0
Electrolytic and Cells	1	3	0	0
High Period and Cells	2	7	0	0
Gr. of 1000 cells	0	0	0	0
Cells - Actual	1	0	0	0
No influence in periods	0	7	0	0
No influence in any other	0	7	0	0
Total	61	67	13	0

Frequencies of different social groups in various times [the following section of question.]

Table VI

Social group	Number in each group
School	79
Church	14
Community	6
School and Church	15
School and community	
Church and community	
Professional group	1
All groups or no difference in groups	13
Total	85

There were fifty-nine out of eighty-seven who answered definitely concerning the social group in which their friend was more social. Some, however, included all of them because "He could not distinguish any differences in any group." One of these, a very prominent man in a eastern university, said that he had always considered himself fortunate in having been in many different circles, for he had always found worthy friends in each group. He closely approximated she could not live without them. One included the school, community and other life in the social group in which she felt most comfortable.

that had the most influence on him; another, a city girl, and his eight years in Congress; one, his fraternity and lodges, and another, school and his golf clubs.

evelo- - "adolescence is the natural time for the growth of religious interests, which are the only basis of a healthy moral nature. Aids from all relations to the future life, the religious portion should be replacing the least valuable of all for immediate results in other directions." There is then these cycles of especial susceptibility to such influences. Also, twelve year old children see others join the church, so through imitation they too will notice. At fourteen they have reached the stage of emotional rest in fully emotionalism and then move through their emotional crisis until complete the stage. Then at sixteen begin seeing from the here to period to the more reflective, conversing with others that they can then just enter the time of reflection. The latter requires a give and predictive of final results.¹⁷

evelo,- One of the most characteristic features of adolescence is the association in groups. Factors that will help it to freely all life about them. Their closely associated in initiating the adult

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1. Lester, L. C. Ph. D., : Dr. "Psychology and Period of Adolescence".
15. Fuller, Elwin, "Moral and Spiritual Training", p. 11.

life of their environment. Whether the location is military, however, or no type of organization or order into existence. Girls, more than girls, dedicate it to their educational activities and tend to form social units of characteristically a lower stage of civilization where the atmosphere and behavior is lesser. Girls form secret clubs, first do not go out to tell people of their activities so as to keep a injudicious knowledge of themselves and to others. They are universal, that is, they cater to all nationalities, while girls' organizations are more exclusive. Girls are not in secret they activities, nor do they disclose all their plans. They fight, that like soldiers, and in battle, at arm's length and in fact revert to all the savagery stages of civilization. Girls have various competing places and names which suggest the nature of the organization. Some are named after the Hall's Kitchen girls, St. Louis, Chicago, New York, jewel club, crocheting, also various other names too long.

Dr. Sheldon's study¹² classifies nationally or internationally that there are said one-hundred-and-fifty-three philanthropic; one-hundred-and-one educational; one-hundred-and-twenty-four religious; one-hundred-and-twenty-four patriotic; one-hundred-and-twenty-four social; four and one-fourth per cent foreign to the United States.

12. Hill, G. C. "Philanthropic, 1: 77; 111: 1.
1. Gibson, H. J. "Territory," p. 26

literature, music or art; eight and one-half per cent, industrial; twelve per cent predatory, including hunting, fighting, building, camping; and so on; and sixty-one per cent are athletic. Physical activity is the keynote of life for the larger number. If we group the industrial, with predatory and athletic, these make eighty-six and one-half per cent of the total.

The morale of an uncontrolled gang is never so high as the individual morale of its constituents, while in a supervised gang it is higher.²⁶ Gangs also have a code of honor, the most important element of which is, that no one will "snitch" on another. One may confess to himself, but he must not implicate others. "Psychologically consider the trait [as] a manifestation of loyalty (or) wrong."¹ It is as unwise as it is useless to attempt to stamp it out when it can be diverted into proper channels. The great mass of juvenile offenders are members of uncontrolled gangs; only seldom is there a member of a supervised one. This instinctive tendency to group gives a basis for reclamation. Supervised groups provide means for juvenile reformation, as well as for crime. They form the social agency which helps the delinquent, while the

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²⁶. Fuller, Wm., Young Boys and their Training, Ch. II, p. 172. Cf. Pitt, p. 170.

unsupervised ones uniform both. For such a year, "The young instinct is absolutely necessary for the proper social education of every boy. There is no other way -- hardly less must be said from narrowness of mind, selfishness and self-conceit." He just recognizes the psychological necessity for girls. The question is not whether boys belong to groups, but to what kind to they belong. Is it the Boy Scouts or the Dinky Dons, the supervised or the unsupervised group? If they are not provided with organizations which will satisfy the young spirit they will be driven to unsupervised girls, which are "schools for dishonesty, untruthfulness, bullying, profanity, uncouth speech, disregard of personal and property rights of others, cigarette smoking and social inequality."³ Hall says⁴ that normally the gain instinct should be culminated at twelve, else boys with confidence in their growing strength will do better. These older instincts can now be transferred to athletic activities and have fine harmless and beneficial outlets. To gain or live and self-control not through morality, but through activity. We must let others assist in controlling him since a "bad boy" likes "to be good" more than he likes to be bad.

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22. Poller, Elmer. Your Boy and His Friends, p. 101.
23. Poller, W. E. The Boy Problem, p. 2.
24. Poller, Elmer. Your Boy and His Friends, p. 101.
25. Hall, A. T. Adolescence, II: 100.

but we can direct it toward goodness. Which shall we try to do?

Conclusions for Part II

To sum up, adolescence is characterized by inward physical development, with which comes a heightened self-consciousness, a desire to lead, resistance to restriction, and desire for greater life. The adolescent is a hero-worshipper; he is continually trying to live beyond self and become altruistic. He is emotional, and has ideals. He has a new interest in literature, nature, and religion. He is liable to suffer from a desire to live a moral life to the neglect of others. Finally, with all these changes taking place and new interests developing in the life of the adolescent, it is necessary to tell him of the possibilities of a future career. If he can take up adolescence with an interest and enthusiasm, he will be better to meet the responsibilities of his life in our complex life, and if he cannot, he will be a burden to his education. Therefore, as a teacher, we have had the privilege of watching the adolescent life as superior to the so-called childhood life. We have the opportunity during adolescence. This is also true of the older boy. The older boy - a football player may be inclined to do well, but

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Mr. H. C. T., Jr. - To indicate

as a long period of study. If these outlets of energy are to remain latent to expression, then inward gratification of desire is most likely to occur. The love of excitement is more intense than in adolescence.²⁷ Since the immature teen years are the company years of these younger because of their desire to lead and hold sway, it is very essential that the interests which latent incorrigibility and delinquency could be directed into proper channels. Rehabilitation and even punishment can just as well be made after high school time. Delinquency can be made to elevate traits, spread knowledge, and improve morale. "Just as previous studies have shown that the very great instinctual drive is best satisfied in the following age, will give actual and positive evidences of the value of the recognition of the individuality of all the children in society, by giving the possibility of useful activities both for the conservation of the individual and for the best interests of society."

²⁷ H. A., B. T., 1930, p. 1; 1931,
H. A., B. T., 1931, p. 1.

The *shu*-involving *zhi* and *le* in *zhi*-*zhi*

$\frac{d}{dx} \left(\frac{x^2}{2} + \frac{y^2}{2} \right) = x + y$

The "Measures for the Protection of Males" are:

civilization. It is difficult to realize that a civilization can be
built on civilization's null point except for a portion. The
opposite pole, however, is also established, and it is called the
anti-civilization.

from the following source. The second is in regard to the
colonial forces. This is a typical example of the
colonial activity, only international, while the first is
typical in self-sacrifice; his individuality is greater than his
nationality, is analytic in his soliloquy. It is at
the same time a sacrifice in order to little ones. He
speaks of his wife, of that of his son, of his son's
contemplation of his mother, of the mother and the
son, of his self. His wife, his son, his son's
wife, his son's wife's mother, his wife's mother, his
son's wife's mother's mother.

In developing them, for his benefit of society, the school, in particular, has three functions to perform: first, the promotion of right social ideals; second, the cultivation of those social dispositions and third, the acquisition of social knowledge.³ The school or any other institution cannot hope to discharge its part in disseminating and cultivating these three types of social life. There must be established the educational institution, the educational organization and the educational control.⁴ A person must not only think and write with freedom of expression, but that must pass over into the work that he does. The school and school have limited opportunity to use group activities which involve co-operation and association of the individual to the group activities which develop literary and dramatic activities which reflect the "man-about" of the day - a highly educated individual, the citizen, the scholar. The school, if it shall fulfill its function, will do this if it is possible. It must, however, act in the capacity, before, to itself in organizing and directing the group. The self-government in the school, the educational body should, therefore, be organized so that the different departments may be organized. To pass on

³. Times, Oct. 2, 1920, p. 11, in response to Mr. H. C. T. Gandy.

⁴. See Dr. S. W. Sage, "The Educational Function of the Social Reform Society," in *The Social Reformer*, April, 1920.

⁴. Gilman, H. L., *Social Control*, p. 32.

first principles or moral senti-ent in voluntary human acts. Unwilled action has no moral quality. Morality is, as Dr. C. S. Lewis says, "either the anything that should not or the ought-not. We become moral through practice." Since adolescence marks the completion of teamwork, it is important that a parent in this is the training that we give in family life, school, church and other community institution. The analogy of a leader may be summed up in this sentence, "It is difficult to practice morality." This must be done in private, as well as in the public, silent, and especially the home, where children are at their best and safest. He must be enabled to do what he can help him do, if no parent fails to develop strong character. This nature is essentially patriotic and democratic. It is, the ideal, of the community which the right calls "the nation," see Adolescence will not be passive, but it, like all else, will not. If, therefore, I cannot easily be made to do my duty for the duration of my probation, then I am not fit. This is evident from the first instance, but the point, I have insisted, that a man is always by birth a member of his country. "The highest activities you will be able to attain are those of your state. Government is the law of the land."

J. Fletcher, John L. Young, W. H. T. Smith, J. C. L.

and, considering all this, why I am so strongly in favor of combining arbitration with mediation. This would be the function, basically, of the mediator in this case. It would enable the objective parties to have a more effective, more complete, liberty to come to an agreement. And, finally, such is the kind of result that would be obtained when more mediation, more mediation, and more arbitration would be combined. One could hope to have more and more success in the development of important industries in our country. And this would give a stimulus to the industry to put themselves in an effect to make a contribution to our country. And, finally, I think that this would be the best way to end this discussion. Thank you very much.

in which we take our dubious parallel with the last
stages of adolescence.

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2. P. 11, G. T., 1912, 300, 11.

and recreational activities.⁷

In cities where children are exposed to the street to play, they soon learn to "do it the easy". A little later comes the law and authority phase. Inertia causes objectionable ; ngs to form. Then comes their degradations and moral decay. In Ohio between 1903 and 1914 the population of the cities tripled increased 11 per cent while there was an increase of 72 per cent in the total number of crime, which right out of half-million for male adults in 1911. A social worker in 1911 made the following estimate of the chances of a boy going astray under modern conditions. He would have one chance in 74 of going to the penitentiary, one in 8 of being a tramp, one in thirteen of being a drunkard, and one in seventeen of being a vicious character.¹⁰ Statistics also show that 30 per cent of boys in American cities between ten and fifteen years of age are delinquent.¹¹ In 1904 there was an average nightly conviction of 10 juveniles and 17,000 adults in the United States. This so indicates that most adults are for all time treacherous, we can get a glimpse of the meaning of such a number of adult criminals. It is significant that 85 per cent of the juveniles come from the

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7. Editorial, Survey, 4 : 20. Feb. 1, 1909. Delinquency and Team Play.

8. Haines, T. Increasing Cost of Crime in Ohio, in Children of Administration Public Series, 1911-1912.

9. Gibson, F. J. Psychology, p. 287.

11. Tracy, Thomas. The Yacht, "laGatier, p. 176.

homes, and still more significant that 25 per cent of these were transferred into law-abiding respectable citizens after being given physical, moral and oral training at a reformatory or industrial school.¹² Why should society wait to care for children until they require institutions to reform them?

Fully 50 per cent of juvenile offences can be classified
as malicious mischief which is due to misdirected energy.¹³

According to L. T. Turner,¹⁴ study of playgrounds on the South Side of Chicago, two years after the small playground parks were opened, delinquency showed a 27 per cent decrease within a radius of a half mile of the parks and a success in probation work in non-return of delinquents to the court, which, if included, represents an actual reduction of delinquency of 44 per cent. In Cincinnati, Ohio, after the establishment of three playgrounds in a down town section, certain forms of delinquency waned entirely. The playground did more to lessen offenses than several juvenile courts or legislations.¹⁵ In 1906, 1748 children were legally brought before the juvenile court in Cincinnati and 410 were handled unofficially, making a total of 3,158 of which 14% were delinquent.

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12. See at, L. H. A. Brown Find Boys in the Juvenile, p. 24.

13. Building Playchool, U. S. 19. Compilation by Quality School Times Company.

14. Ibid.

15. Weir, L. H. Playgrounds and Juvenile Delinquency. Playground 4: 77.

playground, there were 990 delinquent children before the court. Of course, we can not attribute all the decrease to the playgrounds but it is probable that a large per cent was due to them. Another instance of the value of play supervision is noted in Texas. "The Trinity Play Park in Dallas has now saved during the past twelve months", says a writer in the *Playground*, "more than the number of juvenile crap shooters than the Dallas police force has been able to apprehend in four years."— The number of delinquents in the cotton belt districts has reduced more than 50 per cent during the past year. More than three million increase of over 50 per cent in the children of cities,¹⁶ and in addition we find a juvenile delinquency as serious a city problem, but reports from different do not substantiate this idea. Statistics¹⁷ base on a study of delinquent boys indicate that the "cotton belt cities do not furnish a especially large proportion of offenders. In fact small towns add to the number, while the open country adds relatively less number than towns and cities. The comparative statistics follow:

1 City group	10,000 or more population	17.1% of all male delinquent boys
City delinquent boys up to 10,000	17.1%	of all delinquent boys.
City delinquent girls	10,000 or more population	10.1%
City delinquent girls up to 10,000	10.1%	of all delinquent girls.

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16. Weis, L. H. Playgrounds instead of Juvenile Courts. *Playground*, 4: 42. 1911-12.

17. Williams, Harold. Delinquency in Density. *Playground*. Fullerton, No. 4, Whittier, Calif., 1911.

practically the same as the above.

11. Towns w/ 2,000-10,000 population = .4% of the whole
population.

Delinquent town girls = 10.0% of the whole population or
nearly twice so large a proportion.

111. The 1 group under 1,500 = 20.0% of the whole population.
Delinquent rural group = 3.5% of the whole population.

It appears clear that juvenile crime in small cities in the
United States increased from 10.0 per 100,000 for the decade
ending in 1910 to 10.7 in 1911.¹² According to the corporation
records of small towns in California, only three towns of 2,000-
4,000 population had supervised recreation the year round, and
one in the summer. This was the case in only six of the 111
towns, the agency in one of the cities reporting about 14 per cent.
A similar record is given in "Recent Invigoration (Vol. 1)",
which the extent of 10 small and medium size towns in California,
only two have any playground director. This, of course, does not
mean that there is no civic organization with supervised recrea-
tion, but it probably does mean that there is no continuous or
adequate program of recreation in the majority of small com-
munities. In many parts of the United States in fact such re-

¹² N. Municipal, "Universal Recognition of Value of Play", 1911-
1912, 8: 11.
"World's Playground Organization Report", 1911-1912, 11: 11.

and rural communities, oil forms of entertainment, including, local races, and hunting parties have given way to the more lasting but official hobby of golfing their pastime. In 1914 reports came from a township in Davis County, Indiana that the last race had been held seventeen years before, and that no social traps were before. Another source reported the last picnic to have been held two years previous. A Missourian wrote his editor concerning the disappearance of the social traps. The social censor had been replaced by the automobile, pool room, and hall of fame, the treasured, the sole. The community no longer had to be established comparatively or, at least, the various social organizations largely took the place of the former traps activities.

With the introduction of leisure traps, the social censor has usurped his influence. While just a few years ago, in 1908, in, the leisure available in the west was little if any. In 1914 with the introduction of the automobile, leisure time increased daily for each individual. According to a report of the census, there were 1,000,000,000,000 hours of leisure in 1914, or 1,000,000,000 hours and a half. Most of this time was spent in the traps, stores, saloons, Y. M. C. A., and

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....., Boston, T. C. and Ross, Harry thru the Trap, -
Second, p. 138 ff.

See, Ferris, H. L. Missouri's Part in the Social Trap and the Reformation Movement. Playing Field, 1 : 116. 117

V.T.C. used for goin' (is) so great all in t' t direction
which is to be fritter'd only a, like one week, whilst the
sales must 7,000 hours per week, making a total of 1,000,000
hr., or 100 hr. against twenty-nine hours of leisure - a
certainty we by no means by the city. Most of the children of
the city are in community under \$300 and their educational
needs have not been adequately covered, so little thought is
given to the question. The child not twelve active hours per
day or 1,000 per year. He goes to school, leaving at 7 A.M.
and returning at 3 P.M., 8 hours. His lunch involves \$1,000, - S. 100.
His school expenses are against \$100, 000 for club time and
leisure. "This," says the Governor, "is like a farce calli-
vating half the side of his own mouth excepting to a very
great extent."

It is appalling the amount of money the citizens waste, ne-
ver thinking of the loss of a dollar. Over a thousand dollars
are lost, unseen in this country the professionally inves-
tigated with the majority of them in their business careers
before twenty-one years ago, the result of an absence of in-
tellective interest. Investigation of 1900-1 shows

- B. Ferris, Hon. Coleridge W. Chapman and the Report of the
Governor. Playhouse, 1: 416-17.
- J. Hall, G. P. Alderman, 1: 75.
- J. Walter, S. V. The Children of the State, 1: 7, 10, 11,
12, 13, 14, 15, 16, 17.

eleven hundred million dollars were spent in one year in the United States penal institutions as the result of crime. Thirty-five hundred millions were spent in all by churches, hospitals, colleges, and all forms of betterment. Seventy-one per cent of the inmates of penal institutions during a recent year were under twenty-four. Is it conceivable that we were using some of them who could have been of great service rather than punishment and reformation? Ministry of Health consideration, which is by far the most important, it requires no insight, whatever, to see that it is much more profitable to develop products for the community than to excite.

Local authorities²⁵ claim that 99 per cent of all know that they cannot not have longer, if they had applied the principles of medical science, educated and interested with the up-to-date interest boys, since one-half of society is the Negroes that their moral development, they must be given an opportunity for development with their vocation. By authorizing the colored men to be representing every state legislature, the colored students²⁶ for whom no credit is given, cause a health insurance. "Justice and etc." There is evidence enough from a survey of the

²⁵. Alexander, J. L. "A Training Institution," p. 10.
²⁶. "The Negro youth of the officers of the Student National Federation with their friends, Rockville, Md., April 19, 1933, before the Board of the Executive Committee."

the evolution of the small intestine, but at five it is still closed by a diaphragm. By six days the whole is well formed, though not much more than a mere tube, and it is not until the day before hatching that the digestive system begins to function in itself, when the intestinal epithelium begins to secrete and the intestine will take up physical food. The allantois is the first cavity to receive solid material, and it is not until the day before hatching that the liver begins to function. At this time amylase, the lipoproteins, and the proteins begin to appear, and the last day of the embryo's life is spent in the absorption of the yolk, the liver having been very largely developed, and the brain having been very largely developed, and the improvement of all structures is only just begun.

For a time it was not possible to identify
the species in the shell, so I began to collect. After
a short while I had about half a dozen specimens which
I could identify. The first was a small, thin-shelled
specimen which I identified as *Conularia*, and this
was followed by three others. These were followed by
several larger shells which were not large, but were quite
evidently *Conularia*. The next day I went back to the
beaching and collected more shells, and found them
in great numbers. This will be the subject of another
herpetological distribution, but I will add here that all
of these shells were found in the same place, and
therefore the last possible finding of *Conularia* in the
water.

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T 13 VII

This is the second year of the study of the moths in
unplanted and planted fields in the same field. The
dates are July 2, 1955.

	Adults	Emergence	Percent
1	57	13	+
2	1	16	+
3	20		+
4	26	1	10
5	27	2	+
6	27	27	1
7	27	2	+
8	27	16	51
9	27	11	+
10	27	23	+
11	26	23	1
12	23	21	1
13	23	21	+
14	2	20	5
15	25		+
16	25	23	1
17	24	24	100
18	24	24	100
19	24	17	?

Table VII (continued)

Advisory group	Participate in advisory	Participate in activities	Participate in activities
20	34	10	41
21	34	10	11
22	34	2	20
3	23	23	100
4	2	3	100
5	2	22	23
6	13	21	21
27	23	10	7
28	23	14	7
29	23	16	62
30	23	15	15
31	23	14	7
32	23	14	32
33	23	13	2
34	2	6	100
35	23	1	1
36	23	22	1
37	23	20	100
38	23	11	5
39	1	17	1
40	21	12	9
41	21	14	69

Table VII (continued)

Advisory groups	Students in advisory	Students in activities	Percent in activities
41	21	7	33
43	22	21	17
44	19	19	95
45	19	13	68
46	17	17	100
47	17	12	71
48	17	13	76
49	17	-	53
50	16	-	-
51	15	12	80
52	15	13	100
53	13	-	7
54	12	6	75
55	12	5	42
56	11	11	100
57	10	-	100
Total	1760	1034	

Table VIII

Activities of Berkeley High School for which no credit is given.

Organizations	Number of students participating
Athletics and sports	730
Rifle	111
Volleyball	97
Student Body Officers	
Girl's Council	66
Field of Control	.
Dramatics or plays	50
Dispensary work	19
Day nursery	46
Forum	44
Public times	27
Dancing	17
Girls' Improvement Committee	3
Thrift and Service Committee	5
Music committees	4
Art and Photo Staff	4
Essay Contest	3
Photographers	2

In addition to the activities mentioned above, students participated in inter-classway athletic contests and have an athletic organization called "The Big E Society". The above

figures do not give an exact report of the number of students engaging in every uncreditable activity, for the survey was able to find out how many students were participating in some one activity at least. Thus it was essential that only creditable, non-infective activities were taken part in several. The table, however, does show, in some degree, the type of activities and the relative proportion of students engaged in each.

Table IX

Organizations	No. of schools	Total No. of organizations
Student Association	122	122
Athletic	47	?
Musical	27	21
Class organizations		92
Girls' Association	28	90
Dramatic	17	15
Debating	14	13
Literary	17	17
Social	13	16
Religious	11	14
Scholarship	8	10
Agriculture	6	10
Language	9	17
United Student Poly Conference	9	1
Cadet	7	7
Rifle	6	6
Boys' Association	4	4
Red Cross	5	5
Art	3	3
Camp Fire	3	3

Table 1A(continued)

Organizations	No. of schools	Total No. of organizations
"Inellaneous"		
Nature Study	1	1
Scientific	1	3
Library	1	1
Girl Scouts	1	1
100% Club	1	3
Story Telling	1	1
Colonization	1	1
Total	112	479

In addition to the work done as indicated by the name of the organization such activities as the following are undertaken. Spanish clubs help in interpretation in Spanish issues. A Protection for girls has within its camera and library club and also does charitable work. A women club studies developing and printing pictures. A Library club studies library methods and care for the high school library. Special clubs publish newspapers and annuals and make reports to the libraries. Others make out a financial budget for the year.

Fire and other organizations help with Liberty Bonds and Red Cross work. Art clubs include those in painting as also "Craftivity and Em'ativity Club". The work of most organizations is not exclusive of that of others. For example, a col-

club or in rily has more than one purpose. Practically all will have a social side. The Girls' League may have athletic and philanthropic features. Therefore, in the classification, a club is placed in the group which most nearly represents its major purposes.

Because of the reports of several schools which were under one principal, it was in some cases impossible to determine just how many organizations were in each school. Then, too, perhaps, some schools reported only such as could be called clubs straight, while others reported all group activities. In all probability, the athletic and class organizations more nearly parallel the number of schools reporting than the clubs do. At any rate the survey shows to some degree the nature of the organizations and the extent of them in 100 of the small and medium sized and 115 of the large high schools of California.

The replies to the question "What effect do your organizations have upon school discipline" were as follows: good, 1; bad, 1; little, 1; none, 21. Many of the reports showed that the surveyors interpreted the question as "What is the effect do your organizations have upon school discipline?", instead of simply "What effect?" However, the reports are at this time conclusive. Only one principal stated that the following organizations in public schools. On the other hand, others placed them as their greatest aid in discipline and as an

essential factor in developing leadership. In one large school where there are over twenty organizations, including literary, dramatic, athletic, scientific, social and so on, the principal said, "The question of school discipline has been effectively eliminated by the co-operative organization of the student body." Another said, "Organizations should always aid discipline for they give pupils a feeling of responsibility in the school." Again, another, "They help to promote good discipline as they naturally serve as outlets for some of the surplus energy which often leads to discipline." Still others reported, "Organizations aid without question." "Great help--make no discipline." They help from the outside and make it easier to meet them." "Excellent, especially a loyal 4-H club! It fits high ideals with all members participating to conduct, control and assist of all boys." One said, "No effect little or none, but probably an irreducible truism to lower standards." However, the same principal reported that there had not been any organizations up to date but there could be no permanent value. Evil situation, he said, that there was a real benefit, even though he considered they affected discipline adversely. Another thought they were, "Little effect if any with the exception of the athletic companies."

The replies to the question, "What effect have organizations had on community life outside the school?" were as follows:

Good, 29; little, 1; none, 11; negative, 16; no report, 1.

"my principals reported that school organizations interested the community in the school and thus developed very low interest." Some of the best statements are: "They mean a great deal to the community and have raised the standard for entertainment." "In a general way the community comes to feel an improvement among the young people." "No marked effect except that our student body has brought two little officials which otherwise would have been impossible to the community." "No definite date, but believes the preparation to life outside of its organization." "Excellent training for citizenship." "Good advertising." "No appreciable effect." "No effect evident at present, but probably there would be some in the future." "Flight. Possibly a tendency to close dances earlier." "Other contributions to improvement for community hall." All agricultural clubs were given permission to use the school building until a revision in their by-laws which had been changed?" Results as follows: Yes, 11; no, 1; yes-character not changed, 21. Several principals reported that a building could be used for community purposes,

Distribution of answers for the question, "Are any clubs or groups which were organized outside the school given permission to use the school building until a revision in their character has been changed?" results as follows: Yes, 11; no, 1; yes-character not changed, 21. Several principals reported that a building could be used for community purposes,

but that no request had been made for such use. In one of the communities, outside the city group, a community building or center had been provided, so it was not necessary to use the school building for general purposes. Such activities as the Fire, Dramatic Association, a voluntary fire department, golf club, Y. M. C. A., tennis, basketball, social dinner, extension classes etc. those outside of the school, Red Cross, Boy Scouts and Agricultural clubs were mentioned as using school property. One principal reported that a young woman's gymnasium class had regularly employed and hired from the school some of those concerned, and that the Boy Scout work had increased the sense of liberty and importance of work. A young pleasant Y. M. C. A. group lettered their hall tops. "We always strive to help the Farm Bureau and we are all individualists."

In reply to the question, "What is the relationship between school eship and the leaders of the organizations?" the following results were obtained: Not necessarily any, 14; Indirect, 11; none, 13; not of high school eship 5; leaders, 13; not so, 14. From the reports received it seems that when such local clubs make application for leadership by the rules of the school, the leaders are more apt to be very particular either in selection rather than those who receive less formal training. Following this type I am sure: "If unlearned very seldom obtain leadership. On the other hand the all "A" students in each organization lead as

the good student 94%." "In most cases he who has the highest scholarship . I'm sure this may be a coincidence, however," "As a rule best students are the best in class; however, some pupils with much initiative do not apply themselves in studies but are good leaders." "The taller students are well known leaders. Personal popularity and alertness both seem to count." "Personality and popularity count as much as scholarship." "Leaders are selected not on a scholarly basis, but on a personal basis." "Leaders are usually good scholars, but initiative and self-confidence also account a great deal." "There is probably no greater nobility in character than in leadership, and achievement in scholarship is evidence only in "scholarship". Leadership, however, it along the lines of the organization, is important for leadership."

In answer to the query, "Do tall pupils naturally stand with full bellies and bright with bright ones?" the responses were as follows: Yes, 23; no, 46; possibly yes, 1; no, 1; some extra, 1; is not marked, 10. So at the "yes" is evaluated by teachers said "no", while others knew full well that some publications report that they are intellectual. Such records as the following are included in those received. "Physical qualifications are not intelligent." "Leadership is not successful publication." In 61 of 66 of "yes", but in social class 40%, 10% said that "in leadership one time is more intelligent", and 50% said other little difference. In answer to the question, "If you

have any secret organizations?" He hundred and two principals out of one hundred and ten reported no secret organizations in their schools, that is, any that cause difficulty. Of those mentioning slight, one said, "The whole thing is difficult, more than this, under cover, but with few pupils it is not." Another replied, "He tries to organize outside, without using them. I have no gradually trying natural method." One school in which there were many no secret organizations but the members of the secret society are young ones. The only school in which secret organizations do not have had much effect is a small high school which has two general organizations, one "The Fraternalists" and another "The Brothers". The principal said, "I don't know whether they have any real organization, officers, etc., I don't know. They do not much of a stroke in the school, does not affect me any way. Not all students remain members but you can't tell with the Brothers, it's the same effect is detrimental to the school."

The following table shows the percentage of secret societies working in the public organizations. The percentages are based in public, though. For example, if one hundred per cent of the secret societies in a school work in the various clubs, the result would be 100.

Table A

Number of best size of working group for approximation,
based on the average solution.

Size of group	Number of schools	Method
1	1	-
11	1	
14	1	
15		
16	1	
17	1	
18	1	
19	1	
20	1	
21	1	
22	1	
23	1	
24	1	
25	1	
26	1	
27	1	
28	1	
29	1	
30	1	
31	1	
32	1	
33	1	
34	1	
35	1	
36	1	
37	1	
38	1	
39	1	
40	1	
41	1	
42	1	
43	1	
44	1	
45	1	
46	1	
47	1	
48	1	
49	1	
50	1	
Total number of schools in report	7	
Average size of one group	6	

In reply to the question, "Do you have a city play-ground director?" the results were: Yes, 1; no, 92; don't know, 1; not reporting, 8. The report on provision for supervised recreation is very significant. Of the three localities reporting directors, two are little cities and the other is in a community with three hundred or more high school students. The remarks of two high school principals are very pertinent to our question. In a village with fifty or sixty in high school, there is no director but one is needed daily, said one. Another one in a larger community said, "We certainly need one. Our school, however, has a big playground - but nowhere to play except in the school. To have hours of 'waking up' after we take about one acre River View little man."

Evidences of the Value of Group Activity (continued)

Besides the organizations that may be in connection with the public schools, there are others that are necessary and worth while. No life is complete without its religious development. Church organizations should afford the best means for such training, but they often do not, for they are not stirring enough or they have such ulterior purposes that the adolescent mind does not altogether fathom the meaning. An adolescent's religion, especially a boy's must be positive, optimistic, social, benevolent,³⁰ and will be emotionally explosive. He must have concrete means of expression. He must be in a class that has something besides Bible study. Let his class be a girls' class on "unity and a bucket full too." Hiking club during the week. Gulick says, "³¹ It is believed that the religious life is the far more profitable, natural and profitable when it comes in the gradual unfolding or development of that instinct that has its first great impulse of growth in the organism of adolescence." His religious life to be of real value must be and therefore qualifies that we have seen to be demanded by the days of the period. The religious life must be energetic, enthusiastic — exultant. "He must be things; he must be here things; he must be heroic things."³² Adolescents in action will keep a loyal to that

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³⁰. Alexander, J. L. "Training," pp. 111-11.

³¹. Gulick, Luther. Psychological, Religious and Religious Aspects of Social Classes. Pub. Soc. 2: 17-1.

³². Ibid., . 145.

they are working or playing for. Their religion will be something we know if they make it into their very lives, which in it will be a sort of world and here world. But, what is nominal? It is a sort of sentimental, decorative, etc. Life also have heroes, but not to look up to. Real heroes are naturally the athletic type, though there are others. If you let me talk about the important things here, etc., we may soon, after a short short conversation, know who will be an attraction if they come alive later. As you will, I must be active. Girls may be content to have some big church, like the church, but boys need something more spiritual.

Such a school is almost more spiritual religious to go to than regular schools of California. Calvin Dericke of the Preston School of Industry says,³³ "There is no equipment which the boy, be it in trade training, or in ideals of freedom, or in ideals of discipline and self-control, that can possibly be more to the grace of the soul, than religious training. I could give the full scope, Christian, etc., etc., and my school work, all of its development, such as parallel, hand in hand with the abilities, the school work, and the moral self." In the School for Delinquent Children of Yerba Buena, California, the same intention of interest and interest for the

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³³ C. Dericke, Calvin L. Smith, Delinquent Boys in California, p. 15.

Christian Endeavor and Sunday School than from any other school activity. Attendance is voluntary and membership in the Endeavor is based upon the attainment of a certain standard of control. The practical helps that have been given are an acknowledgment of a needed help and the development of self-control in discipline. The girls are unstable but as soon as they are thoroughly interested in Endeavor work they begin to measure their actions by their sense of right and wrong rather than by rules. They obey rules because they want to be right and not from "fear of punishment." It is, of course, good that organizations emphasize the moral and religious life, but is it not possibly sinful that these boys and girls such direct care in connection with a Christian Society in such institutions? May it not be disastrous before they learn to be intelligent and often terrible? Some organization surely will have reached them and saved a large number for themselves and society.

The modern church does no longer do its work merely by having services on Sunday. There must be, but the church leader, to connect his boys or girls during the week, in day, in evening, too, at a social or what not, is the one that brings their lives. The Spirit of the Master is carried through education and those in action. Let us make religion objective.

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Mr. Third Biennial Report, "California School for Girls, Ventnor
1912-13

through club activities and organizations. Let young people to see the needs of the world by visiting with them in our church, or parishes, by showing them conditions in other lands. Teach them to relieve suffering and to achieve their consciousness, but by getting at the causes and removing them. Perhaps the children and girls of the church could manage a summer playground, some small library for circulation. A girls' organization could visit the clubs in. Other like music, drama, exercise, swimming, tennis or some other athletic type. It is true, we must give young people something to do to fit their energies. The rural and small town churches have greater opportunity for a more varied program than the city church has, for there the church and school must do the work ordinarily loosely organized in cities. The churches and schools can, if they will, practically control the social life of the community. Our little churches should be social centers. There is scarcely a limit to their activities, if they but begin. Let us have a deacon and Epworth League association to take care of the buildings till. Let us have mission circles that are alive in this land, instead of only having an idea of what should be done. Give young people to work, here and now, and if they cannot get to Africa, they will know what to do. Above all, have a place of action in the church and task them to aid the fulfilling of it. Results for the mission fields have never been so good until the present

Volunteer Movement was launched with its challenge to the college student, the adolescent student, "to evangelize the world in this generation". We work harder when we have a definite motive. To talk of motivation in school work. What would happen if we should motivate our religion? Our fellowship would mean more together; our friendships in the church would be deeper and more lasting; we would be happier because of our service and others would profit by it.

With all the work that the school and churches may do, there will still be many that need club life when not reached by these institutions. When boys and girls leave school at fourteen or sixteen, they are at the very age when they need much guidance. The city and priv to individuals or other organizations help. The Big Brother movement may have boys' clubs; the Big Sister movement, girls' clubs. The Y. W. and Y. M. C. A. may have groups. Public spirited men and women may be such. Such a person was Mr. Gundel, the founder of the Neighborhood Club in Toledo, Ohio. In his work he found that it is a better idea to have a larger number of boys in association to have the in little clubs scattered about the churches and social settlements.⁴ The idea that Mr. Snyder, playroom director in Berkeley, California, has, seems to be better. He has done to success a federation

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"A. Finch, "A. L. Mullie Recantility for F. A. Journal of Blue Lion, 69: 142. 1939.

of all boys' clubs in Berkeley, regardless of where they are formed. By this method there would be less small groups working directly under a leader personally interested in them. Then, they could come together for programs, contests and the like in a general federation meeting, which would be held about once a month. Working in co-operation would secure better results than having all boys and girls connected with the city or one big organization and nothing else. Unless the leader has a wonderful personality he can not touch the thirty thousand in the city. Well he could in smaller towns. He uses this same principle in classes in high school and college. In groups of twenty-five or even fifteen and sixteen, the control of association is easier. The influence of John Gundel on one boy will show in affecting the probable effect of the no boys' club, which is naturally going to be large. State Hall, the oldest Juvenile Juvenile, associated with reprobation in the "Foothills Association in Foothills," received his largest money raised for an association here. "500." Then the note recited by Gundel, which was exhibited at the meetings of public city. In it he wrote to the city Mr. Gundel, Juvenile Juvenile, a juvenile court, an industrial school, a reform school. Our association for the improvement of our work. The very young children

Mr. Gundel, Junekil Juvenile Club No. 1, Oct. 1908
Berkeley, Calif., 17, 1908

dying with typhoid fever; so took the to see it last night they
are well. The cutting was done with the scythe. I
have stopped mowing and cutting big cotton. In this case
all the cut did it would be worth while, for big cotton grows
so much in size to our growing methods. They are all in a
markedly physically but have a direct living effect nice, I am
not juvenile and can in 1 month get the big cotton to 1
furish nicely for early fall planting. We find that
about boys' like Hill place that institutional cities
for them, in institutions and other state institutions
there is no way to get the two kinds of men needed, the
conscientious, orderly, good kind of men, as it is now a difficulty,
and to invite, skilled mechanics, common laborers, etc.
will fly visitors.

Our third cotton is to help our school, we have
about 100 bushels of cotton. This old cotton is not very
fine, or cotton up coarse, it is inferior to the other varieties
but it looks very well. To plant 1000 ft on this
kind of cotton will be enough to keep all the time. This
is a good kind of cotton, and good for the purpose to be
used in the school. ⁹ This is good cotton, and good for all

1. Cotton, seed, 1, 3 lbs to one bushel. J. C. & Co., Inc -
tice, 2: 7. 1. 2.
2. Cotton, seed, 10 lbs to one bushel. J. C. & Co., Inc -
tice, Frank. The other 10 lbs in separate bags at 2.
3. Cotton, seed, 10 lbs. 10 lbs.
4. Herring, 2. 2: 25 lbs. Blue face Oyster Peacock 45 lbs. Pea -
l. 1 lb - .

but offices that children brought to her during the insect book.⁴⁰ Through the reading clubs, literary art will now flourish. A literary reader in New York,⁴¹ wrote to get a hold in the interests of some of the older girls--girls of the mediocre, flippant type. The novels they can't get are vulgar and false ideals of life. They read little except novels and love stories, so a "Girls' Romance Field" is formed. This was in reality a thinly disguised story book that gave opportunity for free discussion. It would have been a good idea to let the girls begin to discuss the girls' stories and one made to be enjoyed by others. The creation of collections for Dickens, Shakespeare, and other authors will be of great interest. Just as collection of a certain will be displayed in the children will be with pleasure and interest. And also, with great exception, the best of the old and the new literature, such as the cowboy material or the girl in "Little Red Riding Hood" or "The Island Girl". Of Henry Wadsworth Longfellow's table, one with great poetic alliteration, another with related poems and the other with fine prose. There are many books, among them "The Story of the World", "The Story of the American Revolution", "The Girl Scout", *etc.* etc.,⁴²

⁴⁰ Holmes, L. M. Reading Clubs for Older Girls. *J. Ed.*, Vol. 17, p. 228-31.

⁴¹ Holmes, L. M. Book with Girls in Interest and Literary Activity, *J. Ed.*, Vol. 17, p. 248-9.

⁴² Holmes, L. M. *Ibid.*

"We really try to come up to a higher spiritual plane and be happier individuals if they only have one day to live. Then the rich people can, perhaps, help better than the humans we see."

of the film, 77: 352, 391.

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AF: Leeson, O. R., Table Rock Forest, Girlet, Okla., April 1, 1957-57.

of my capability." — Paul, primitive level, said, "I am
not like I was, Principals of Moral Education, Vol.
II., page 103. "To fit the English," he says, "we have to make
that which the girls' class "peculiarities" is not
of getting children to sit, to wash, to clean, to make themselves
neat, honest, happy, and healthy, to stimulate their initiative,
to develop a sense of initiative, to see that as an ordinary
normal thing, to increase the desire for a full life, and
to give opportunity for the girls to work in the development
of their efficiency on a wide platform. This will tend

Scutellaria, 77: 775. V.H.
Scutellaria, 77: 350 &c. 101².

The rewards in the club contests are something money; but still the Short Courses in the State Agricultural Colleges; sometimes a trip to the State Fair in Oklahoma City. A boy's or girl's outlook on life may be changed by a trip outside of his locality, where he sees an accumulation of good stock, of the best farm products, and of new improvements for the farm industry. Success in this work gives them faith in agriculture, elevating him many degrees look upon it as foolish and unpractical. One cannot try to estimate the value of what they have learned in the world. The only value to grant, has the power of a man in himself. Boys and girls know a self-respect. The sense of ownership of property is valuable to them. They feel more easily about the success of the crops because upon this, their family is going to live the income from it. Then, there is the pride of being a part of the work up at the agricultural institutions of this country in the entire state, all uniting in one cause. C. H. Long, teacher of Agriculture and Geology, Missouri City, Mo., says that the result of the short courses is the merging of the local curricula, and that the students are able to go to college with full preparation. "The educational institutions are the best educational force developed in the country in the world. It helps directly the students in their

M. L. Jones, Ph. D., President of the Agricultural College of the State of Oklahoma.

the unsuccessful one, the rider and the propulsive.⁴⁹

Organizations for boys are numerous, but the most popular, most energetic and most effective is the most efficient, the lodestar is the Boy Scout movement. This movement, as a writer in the Educational Review, in the concluding sentence of his annual contribution of our friend Oliver Piper, writes, in this October says, "In the first place of all consider the Boy Scout today; no move is more significant to the life of education than the Boy Scout movement, which offers youth a distinctive, virile role, and it is destined to be the greatest of which are destined to be as splendid as they are heroic." Mr. G. Stanley Hall⁵¹ gives a high tribute to the movement, as follows, "Of all present day organizations for the improvement of the mind and moral development, the institution of the Boy Scouts has the best chance on the strength, virility and the character of the young people it initiates. The Scout Patrol is a school of self-government, discipline, courage, affiliation with other like bodies, a sufficient amount of interesting ushers the boy into every phase of life."

"... every phase from boy to man, essentially alike."

49. Lane, C. H. The First Step in the Boy Scout Movement, in J. J. C. L. 1912, p. 17.

50. Piper, Oliver. Boy Scouts, A New World Order, 1912.

51. Miller, Elgin. Your Boy is his Teacher, p. 105.

The next section of the trial will be opened, and we
 will then return to the courtroom. This is the
 pattern in the trials. The trials begin at 10 o'clock,
 usually concluding about 12 o'clock. There are breaks,
 which are called "recesses," during which a trial
 may be adjourned for half an hour. The attorney who
 is calling the witness, the "prosecutor," may ask the
 witness questions, and the "defense attorney" may
 object to the question or call it "irrelevant."
 The judge has the power to rule on such objections.
 If he rules that a question is irrelevant, the attorney
 who asked the question may then say, "I will re-
 ask the question." The judge may then rule that
 the question is relevant, and the attorney may then
 ask the question again. The attorney may then say,
 "I will move to strike the answer to the previous
 question." The judge may then rule that the answer
 to the previous question should be stricken from
 the record. The attorney may then say, "I will
 move to strike the entire testimony of the witness."
 The judge may then rule that the entire testimony
 of the witness should be stricken from the record.

* Trials are held in the courtroom of the U.S. Court of Appeals.

the people's physique says nothing, but they think, and "think
nothing." In the popular, it is to be often given the empty
language. It represents nothing in term of rights. There is the
individual sent off to ocean bottom with his boys, a much more
perilous venture than the country boy school or hunting school
of old days. It supplants the school, the church and the home.
It really is the soulless sacrifice made to anchor a boy to a life
of right living as securely as in heavy chains of steel, as
it will be on life's scaffold positive goods in revision cases, or
else to boy's self-sacrifice and a void existence,
and loss of originality and individuality. The entire organization
of the child's life is of lesser value not only in the school
but outside the school, in athletic, in artistic, in
and the various social organizations. This is not
the performing character of the person, or the "man"
but the man in the boy, or boy, or girl, or
the boy's life is a living instrument, for the day he is not
the man, but the boy, and boy cannot without his boyhood
have a manhood. It is this primitive instinct of man to be a boy
and a man, to be a boy, to be a man, this is the natural
law of the boy, the boy's life, the boy's boyhood.

* 11-11, J. 20. 3. 1917 at 11:00
* 11-11, Oct 17.

Counts exists they perform civic duties. During the war their activities were enormous. In 1918 the 18,000 counts in America collected \$3,000,000 in the First Liberty Loan Drive and \$1,104,352 in the second, so their influence became well known.⁵⁵ When boys realize that their work really counts it is a powerful stimulus to achieve. A Boy Scout patrol leader told with other scouts could have more influence for good than if it remained corporate, for the stimulus of being a part of a unit's organization, is at the unheightened thus to be. Scouting if successfully and universally applied will remove from American life much of its present industrial and social feverishness. The intensely 'practical' and selfish interests will be supplemented by those that are aesthetic, social, religious or in other words natural and comprehensive.⁵⁶

The organizations for girls corresponding to the Boy Scouts are the Girl Scouts girls and now recently the Girl Counts. Their ideals are practically the same. This organization will provide lessons activity that will impress the interest of balanced ideals in order to develop the abilities of each individual girl. The administration of the school for girls at Vassar has this to say, "We cannot place too high a value on this

⁵⁵ Well, L. Stewart. *The Nation Builders*. 1919, 7:7, p. 10.

⁵⁶ Richardson, H. E. and Logistic, O. E. *Boy Scout Manual*, p. 73.

particularly activity. It was a "Picnic" here organized by girls' clubs to collect funds for the State institutions to build a hall to hold for our buildings for reformatory."⁵⁷ During the war, services similar to those performed by the Boy Scouts were rendered by the girls' organizations, in addition to the Red Cross work done. Helen Forcier, girls' club leader, said, "The need of our country was and is, not only for the many existing girls' clubs to take up the special kinds of aid. The power which our organized girls can wield would be still greater if every girl in America were definitely connected with a girls' organization and were active in it. The war time call for the enlistment by girls with girls, a universal answer to the call would mean a better America."⁵⁸ "Since the war there is a greater opportunity for organization among girls than ever before. Girls have seen what girls can do and the spirit is in them."⁵⁹

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^{57.} Second Biennial Report, California School for Girls, 1914-15.

^{58.} Forcier, Helen J. Girls' Clubs, p. 1.

^{59.} Ibid., p. 10.



Conclusions

All organizations, such as "Boy's Life" and "Dixie Girl", are a part of every boy's and every girl's life. It only helps to cover up their idleness, but will help them find themselves so that when they are thrown upon their own resources, they do not sink into insignificance. Those who go to college will be better able to fit into the life there. Those who go to high school will not be educationally representative of the life, for they, too, will be ready to leave without much more education at the university. Most boys and girls leave high school with a knowledge of athletics, even though they have never taken any part in them. Girls, however, often will not be aware of what the numerous colleges王者 are of their special line. The Y. M. and Y. W. do not mind this. They have never heard of "Social Service" till after they leave it is only by name. School life ought toculd be a kind of "course" in religion leadership and in such territories as receive it in the high school period, there is little reason that it will not last. To have namesake leaders in such colleges as athletics and social life, but more actively fitted with initiative in moral, social and religious questions. "Religion" in the dictionary of National Encyclopedia,²² containing 11,

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about 10 per cent steel for our future young high school. These men are leaders in national life. Only one or two of them go to finish high school in order to college. Yet few of us ever consider how little Major part of the leadership in national life. This is a serious problem for it is to be noted in our high school children in moral, social, and religious initiation, in the future we are going to face competition in society more easily than at the present. High schools have a great opportunity of giving such training for they deal with people before they grow old; into adults, when they are eager to enter. The V. F. C. A. and V. F. C. S. growing in our high schools need to be more religious leaders for the soldiers and others for the community into which there is no religious leadership. Moral, spiritual, educational communities associated with these children, in nursing, dispensing, and the like will help better health sciences and prevention in social conditions. That such activities can be carried on in connection with schools and local communities, the 10,000 numerous Red Cross societies are established all over the world. Girls in the high school in England, 2,000 in, are committed to the Red Cross for nursing and dispensing. They all go to the Red Cross for their first year, and they are on the visiting list. Full competition, if it is true, does not have any number, but there is no opportunity for the majority. "Glorious need to serve"; you can't live and

cleaning up; trees need to be planted; or roads need to be given. High school pupils need not be all the work connected with such improvements, but they can initiate the work and see that much of it is done. They may have an Improvement or Civic League as a regular part of their work.

Another inference from this study is that from the very nature of adolescent development, we must have men of the new personality as leaders of men. We must realize that large enterprises are unusually more difficult to start than small ones. Individual effort is time, strength, and energy which we have difficulty utilizing its importance either in religious or educational work enough to pay the price. Small efforts with more spontaneity may cost more in the beginning, but they will see that they see themselves in the benefits in character.

It is, if adolescents do not realize the value in the worth while efforts to develop their bodies, their health, their minds to honor than can be easily appreciated. This is a task no one likes since one inhibits self. Small efforts, though not difficult, have been the easiest; those times when one feels like sleeping; just beginning, just starting to move. The value of cooperation is valuable but, difficult, like. This is a task no one likes. By this we mean the individual efforts and the group. The vast majority of them, if

program of certain communities characterized by professionalism, commercialism, and materialism.⁶¹ The schools which are filled with ugly cities, small towns, the sprawling, so to speak, that they can not afford the necessary funds, they continue to tempt into the minds of our youth with its clings. James Jackson, Great Walton, 11 J. 3, informed other young commercial students in his class, June 11, 1929,⁶² since the fall of 1929, in giving up the people's playgrounds and destroyed their lawns, filling, the Anglo-Saxon city has turned over the privilege of outdoor recreation to the most vulgarized and unscrupulous members of the community.⁶³ Interested high school students in British school, always, have many organizations. In case I am not undiscerning, often or little known, the careers of girls will be aided to many opportunities because of such. They will have a desire to develop character and they will have a desire to organize. Perhaps, it is not the abilities of girls, but the lack of school opportunity that count the social buildings under construction, so that it is no impediment to the girls' welfare.

The past has also left us many bad examples to follow, leading to. Considerable time has been lost in the past, and

61. Richardson, W. C., "L. L. H. C. - The City of the Future," published by the Church, 1928, 1.
62. 1929, J. J. The Crisis, New York, April 1929, 17.
63. 1929, from Report of the Board of Education, 1929, 1.

our 1 districts. The city missions, that could have done three, than in other places. An organization that can develop honest and reverent love things sacred, that will not shrink of ideals; those which are sufficient enough to the community instead of destroyers of ideals. And that is to bring us true friends, for tolerance is the base of the foundation of earnest lasting friendships. "The next," William Heden, "clubs which will produce clusters of youth is, and we can not have them by stupidly ignoring the broad educational opportunities which should be made to youth."³⁵ We can not let to begin our local religious training in our own local communities. We must live on seriously training in the public schools.

"Although it is not evident that religious training, over and over again, will be "pure" for all the little, though a legitimate place in the school, the church, or the community at large. They cannot doubt be used to teach greater advantages than heretofore. Since they have the filling of refining Islam Henry, and developing juvenile leadership. The right direction, the school, the church, the home, and other institutions must the according age of clubs in the best interest of education. Then possibilities of the real problems are social and its true values are hidden."

"A. Helen, Ills., Training for Citizenship through the Civicist Clubs. Religious Education, 8: 164, 1913.

personal relationships, leadership, and activities will occupy their time position in the educational system.

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